

## MAIN STREET ELEMENTARY

318 E. Main Street  
Lake City, SC 29560

**GRADES** K-5 Elementary School

**ENROLLMENT** 450 Students

**PRINCIPAL** Diane C. Weaver 843-374-2221

**SUPERINTENDENT** Mrs. Beth M. Wright 843-374-8652

**BOARD CHAIR** Richard Cook 843-394-8043

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	62	24	2

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Average	Excellent	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Below Average	Unsatisfactory	No

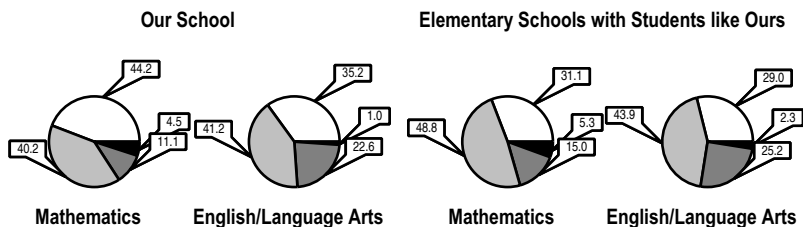
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	234	97.0	34.8	41.4	22.7	1.0	32.3	Yes	Yes
<b>Gender</b>									
Male	126	96.0	46.2	40.4	13.5	0.0	20.2		
Female	108	98.2	22.3	42.6	33.0	2.1	45.7		
<b>Racial/Ethnic Group</b>									
White	42	100.0	13.5	29.7	56.8	0.0	67.6	I/S	I/S
African-American	188	96.3	40.5	43.7	14.6	1.3	23.4	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	190	99.0	27.8	46.2	24.9	1.2	34.3		
Disabled	44	88.6	75.9	13.8	10.3	0.0	20.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	234	97.0	34.8	41.4	22.7	1.0	32.3		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	97.0	35.2	41.3	22.4	1.0	32.1		
<b>Socio-Economic Status</b>									
Subsidized meals	205	96.6	39.6	42.0	17.8	0.6	26.0	Yes	Yes
Full-pay meals	29	100.0	6.9	37.9	51.7	3.4	69.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	234	97.9	44.2	40.2	11.1	4.5	24.1	Yes	Yes
<b>Gender</b>									
Male	126	96.8	49.0	42.3	4.8	3.8	16.3		
Female	108	99.1	38.9	37.9	17.9	5.3	32.6		
<b>Racial/Ethnic Group</b>									
White	42	100.0	21.6	35.1	27.0	16.2	56.8	I/S	I/S
African-American	188	97.3	49.7	41.5	6.9	1.9	15.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	190	99.5	40.0	42.9	12.4	4.7	27.1		
Disabled	44	90.9	69.0	24.1	3.4	3.4	6.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	234	97.9	44.2	40.2	11.1	4.5	24.1		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	97.8	44.2	40.1	11.2	4.6	23.9		
<b>Socio-Economic Status</b>									
Subsidized meals	205	97.6	50.0	38.8	10.0	1.2	18.8	Yes	Yes
Full-pay meals	29	100.0	10.3	48.3	17.2	24.1	55.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	83	100.0	27.3	51.9	18.2	2.6	20.8
	<b>Grade 4</b>	85	98.8	36.3	45.0	18.8	N/A	18.8
	<b>Grade 5</b>	77	100.0	42.5	39.7	17.8	N/A	17.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	69	97.1	26.9	35.8	34.3	3.0	37.3
	<b>Grade 4</b>	85	97.7	40.2	45.1	14.6	N/A	14.6
	<b>Grade 5</b>	81	96.3	44.7	39.5	15.8	N/A	15.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	83	100.0	37.7	40.3	18.2	3.9	22.1
	<b>Grade 4</b>	85	98.8	32.1	50.6	8.6	8.6	17.3
	<b>Grade 5</b>	77	100.0	23.3	57.5	17.8	1.4	19.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	69	97.1	28.4	50.7	16.4	4.5	20.9
	<b>Grade 4</b>	85	98.8	53.0	33.7	9.6	3.6	13.3
	<b>Grade 5</b>	81	97.5	55.8	35.1	5.2	3.9	9.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 450)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	6.0%	N/A	3.6%	2.7%
Attendance rate	96.3%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.3%	3.5%
Eligible for gifted and talented	11.4%	Down from 18.9%	7.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.3%	Up from 9.0%	8.8%	8.2%
Older than usual for grade	3.3%	Up from 3.0%	2.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	29.6%	Up from 26.7%	47.8%	51.4%
Continuing contract teachers	88.9%	Up from 86.7%	82.6%	87.5%
Highly qualified teachers**	100.0%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	4.2%		0.0%	0.0%
Teachers returning from previous year	79.7%	Down from 85.9%	84.9%	86.7%
Teacher attendance rate	92.6%	Down from 92.8%	94.8%	94.9%
Average teacher salary	\$36,801	Up 1.8%	\$39,921	\$40,760
Prof. development days/teacher	7.4 days	Up from 5.0 days	13.0 days	12.4 days

School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.5 to 1	17.5 to 1	18.9 to 1
Prime instructional time	86.9%	Down from 87.8%	89.6%	90.0%
Dollars spent per pupil*	\$5,994	Up 1.1%	\$6,430	\$6,044
Percent of expenditures for teacher salaries*	61.0%	Up from 58.5%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Moving into a new school building two weeks before the opening of school created not only a challenge but also an exciting adventure for students, teachers, staff members, parents, and the community. Working extremely close with the School Improvement Council, many new policies and procedures were developed and implemented in order to ensure a safe, secure, inviting, and motivating learning environment for all.

With achievement as the number one priority, and understanding that all students do not learn the same way or at the same time, classroom instructional strategies are based on several effective approaches such as: differentiated instruction, a balanced literacy model in ELA, hands-on experiences in Math and Science, and research-based Social Studies activities. In addition, with the South Carolina Curriculum Standards in ELA, Math, Science, Social Studies, and the related arts being used to drive instruction, MSE continues to move towards becoming an Arts Integrated School. It is our belief that all students should be provided opportunities to enhance their imagination, creative, and inventive potential. Character Education is implemented into all content areas and aspects of the school day through a "Prime Time" Lifeskills Program by promoting cooperation, citizenship, community service, conflict resolution, and the appreciation of our diverse cultural heritage.

With a strong belief in the saying "It takes a village to raise a child," MSE was successful in increasing parent and community involvement opportunities with the following: Meet the Teacher Night, Open House/Ribbon Cutting, Fall Family Night, Southeastern Theatrical Production, KWANZAA, Sweetheart Banquet, Dr. Ronald E. McNair Dedication, Spring Family Night, Girl Scout Banquet, Main Street Singers Spring Performance, Family PACT Blast, Spring Fling, and Fifth Grade Promotion Ceremony.

Additional support for our school was evidenced by the participation in service projects, such as: Pennies for Patients, Operation Christmas Child, March of Dimes, Jump Rope for Heart, and MSE Team-Up to Clean Up Day. Beautification projects were made possible by a \$500 Wal-Mart Environmental Grant. Innovative classroom projects were supported by receiving EIA teacher and school grants totaling \$10,000.

Other accomplishments include providing technology assisted learning experiences through the creation of 22 station computers with software programs such as PLATO, Accelerated Reader, Accelerated Math, STAR Reading, and Cornerstone ELA an Math.

All of these ingredients plus a dedicated, hard-working staff will continue in its efforts to help all students become successful lifelong problem solvers who are always "WILD about Learning!"

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	64	36
Percent satisfied with learning environment	93.1%	90.6%	80.6%
Percent satisfied with social and physical environment	89.7%	82.5%	72.2%
Percent satisfied with home-school relations	70.0%	88.3%	63.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.